The image is a collage for a presentation slide. At the top left, two young boys are looking towards the camera. To their right is the official seal of the State of Maine, featuring a moose and a fisherman. Further right is the text 'DEPARTMENT OF Education STATE OF MAINE'. On the far right, a student is shown in a science lab setting with test tubes. Below these are several smaller images of students in various classroom settings: a girl smiling at a desk, a group of students at a computer, a girl with colorful paint on her face, two boys working together at a desk, a girl at a computer, and a student working on a project.

DEPARTMENT OF  
**Education**  
STATE OF MAINE

## Maine's Revised Learning Results: Parameters for Essential Instruction

A central part of the framework ensuring all Maine's children graduate, post-secondary, career and citizenship ready

(First slide in )The Maine Department of Education has developed this audio supported power point as a tool for assisting educators throughout Maine to understand the process of the Maine Learning Results revision and (second slide in) the content standards that have emerged from that revision process.

# Goals and Purposes

- Identify knowledge and skills essential to prepare Maine students for post-secondary education, career, and citizenship
- Express what students should know and be able to do at various checkpoints during their education
- Define core elements that should apply to all students without regard to their specific career and academic plans
- Provide educators and parents with guidance



The Learning Results: Parameters for Essential Instruction, replaces the 1997 Maine Learning Results and provides Maine educators with a comprehensive description of the most essential knowledge and skills to succeed in the 21<sup>st</sup> century. (first slide in) The Learning Results Parameters for Essential Instruction describes a continuum of learning across significant topics in eight content areas (second slide) It represents a common body of knowledge and skills that ALL Maine students should have upon graduation. (third slide in ) It also serves as a tool to inform parents, educators and the community.

## Where the Revised MLRs fit in the Overall Framework Ensuring All Students are Career, Post-secondary and Citizenship Ready

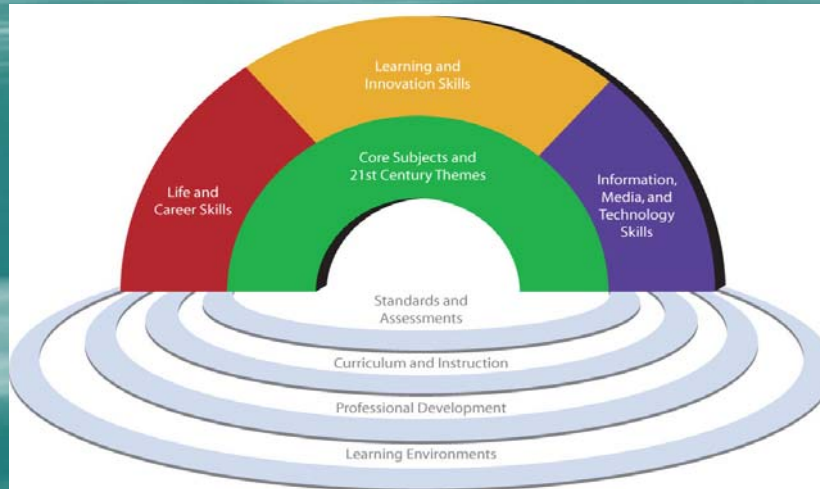
- Parameters for Essential Instruction
- Partnership for 21<sup>st</sup> Century
- Best Instructional Practices
- Chapter 125 – Environment for Learning
- Chapter 127 – Assessment and Graduation



The Learning Results: Parameters for Essential Instruction is Maine's standards document defining essential knowledge and skills required for career, post-secondary education and citizenship in the 21<sup>st</sup> century. This document is just one part of a system of educational components that include: attention to 21<sup>st</sup> century standards and practices, High quality teaching, a positive environment fostering student learning, and national, state and local assessments.

# Partnership for 21<sup>st</sup> Century Framework Informs the Revised MLR

[www.21stcenturyskills.org](http://www.21stcenturyskills.org)



To ensure that Maine's standard supported 21<sup>st</sup> Century Learning, The Maine Learning Results: Parameters for Essential Instruction was developed using the Partnership for 21<sup>st</sup> Century Learning Framework. While the Partnership for 21<sup>st</sup> Century Framework includes content standards it also extends beyond the essential knowledge and skills to address connected issues related to instruction, curriculum, assessment and learning environments, thus providing a broader educational framework.

## How the MLRs Have Changed

- Clearer, more coherent, and more manageable
- More focused and essential
- Structure
- Content

Formal and informal feedback from educators across Maine indicate that the Learning Results: Parameters for Essential Instruction address the concerns related to increase clarity, coherence and a greater focus on what is most essential. In addition to this difference, the document is structurally different, showing a progression of learning for significant topics across grade spans. In Math and Reading this progression runs across grade levels for grades 3-8 as required by NCLB. Overall the Learning Results: Parameters for Essential Instruction differ most from the 1997 Maine Learning Results because they require a deeper knowledge related to fewer topics. This is an important step away from a program of learning that is a inch deep and a mile wide.

# Structure

- 8 Content Areas
- Content standards – *Capital Letters*
- Performance Indicators – *Numbers*
- Descriptors – *Lower Case Letters*



The Learning Results: Parameters for Essential Instruction is organized into the same eight content areas found in the 1997 MLR. Likewise, content standards and performance indicators are found in both documents. Content standards are broad descriptions of the knowledge and skills that students should acquire. They are identified by capital letters (fade in) Within each content standard is a series of **performance indicators** which help to define the big ideas within the content standard. Performance indicators are identified by numbers. (fade in 2) Descriptors, not found in the 1997 MLR, are identified by lower case letters. (fade in 3) Where needed, **descriptors** are incorporated to more specifically define the depth and breadth of the big idea contained in the performance indicator. With the exception of Math and English Language Arts,

# Content Areas

- Career and Education Development
- English Language Arts
- Health Education and Physical Education
- Mathematics
- Science and Technology
- Social Studies
- Visual and Performing Arts
- World Languages

The eight content areas described in the 1997 Maine Learning Results are also found in the 2007 Parameters for Essential Instruction. It is important to note that two titles have changed to better reflect our statewide educational goals. (emphasis) Career Preparation has been changed to Career and Education Development and Modern and Classical Languages has been changed to World Languages. With the exception of Math and English Language Arts, whose grade levels and performance indicators follow slightly different formats, all other content areas have a similar structures. To further explore the structure of the standards themselves we will use an example from Career and Educational Development.

# Content Standards

- Define the broad descriptions of the knowledge and skills that students should acquire



## Career and Education Development

### A. Learning About Self-Knowledge and Interpersonal Relationships:

Students identify, demonstrate, analyze, and evaluate:

- self-knowledge related to interests, skills, work, and school;
- positive personal traits, attitudes, beliefs, behaviors, *habits of mind*, and experiences that lead to success in school, work, and community;
- their ability to build and maintain a positive *self-concept*, and
- their ability to develop and recognize the positive *interpersonal skills* that effectively influence work and relationships with others.



The text identified in the (fade in) green box is an example of a content standard for the content area Career and Education Development. Content standards are identified by capital letters as shown in this slide by (arrow) letter A.

# Performance Indicators

- Define the big ideas within the standards

## Career and Education Development

### C&ED A1(6-8)

A1 Self-Knowledge and Self-Concept			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify interests, skills, and <i>habits of mind</i> that build a positive <i>self-concept</i> .	Students identify and demonstrate interests, skills, <i>habits of mind</i> , and experiences that build and maintain a positive <i>self-concept</i> .	Students explain how interests, skills, <i>habits of mind</i> , and experiences support and maintain a positive <i>self-concept</i> .	Students reflect on and/or analyze interests, skills, <i>habits of mind</i> , and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions. a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.

Performance indicator 1 for each grade span of standard A is highlighted in green. Performance indicators are identified by numerals as shown in this slide by the (arrow) numeral 1. Performance indicators also have labels. The label for performance indicator 1 of Standard A is identified by the label at the top of the table, and is titled A1 Self-Knowledge and Self-Concept. Each performance indicator can be further identified by referencing the grade span. For example (dissolve in) C&ED A1(6-8).

# Descriptors

- Where needed, define depth and breadth of big ideas contained in the performance indicator

## C&ED A1 (9-D)a&b

A1 Self-Knowledge and Self-Concept			
Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify interests, skills, and <i>habits of mind</i> that build a positive <i>self-concept</i> .	Students identify and demonstrate interests, skills, <i>habits of mind</i> , and experiences that build and maintain a positive <i>self-concept</i> .	Students explain how interests, skills, <i>habits of mind</i> , and experiences support and maintain a positive <i>self-concept</i> .	Students reflect on and/or analyze interests, skills, <i>habits of mind</i> , and experiences to maintain a positive <i>self-concept</i> and to aid them in making career and life decisions. a. <i>School-to-school</i> decisions. b. <i>School-to-work</i> decisions.

Descriptors for Career and Education Development, Standard A, Performance Indicator 1 at grade span 9-Diploma are highlighted here in green. Descriptors are identified using lower case (arrow in) letters and are referenced as follows (fade in) C&ED A1(9-D)a&b.

(disappear) Please note that some words in the text are written in blue italics. These words can be found in the glossary.

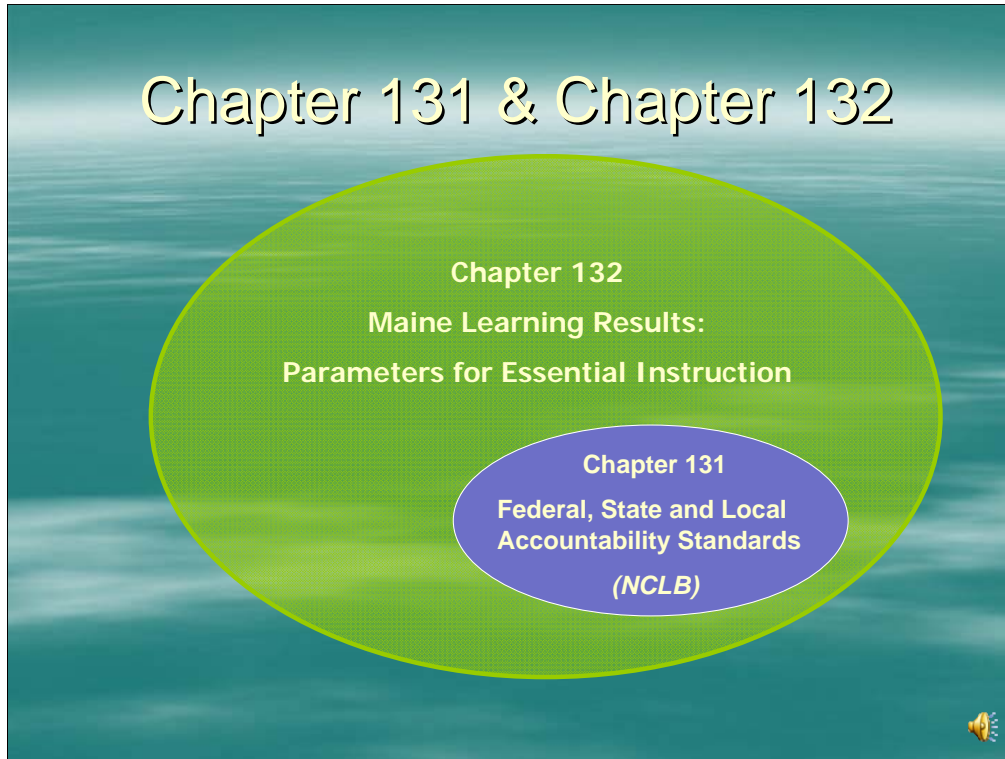
## Chapter 131 & Chapter 132

- Maine Department of Education Regulation 131
  - The Maine Federal, State, and Local
  - Major Substantive Rule
- Maine Department of Education Regulation 132
  - Learning Results: Parameters for Essential Instruction (All 8 Content Areas)
  - Routine Technical Rule



The 2004 to 2007 review of Maine's education standards resulted in the creation and adoption of two documents where one previously existed. (First slide in ) Maine Department of Education Regulation 131- The Maine Federal State and Local Accountability Standards adopted by the Legislature in June of 2007 identify the standards and performance indicators for Mathematics, Reading, and Science to which the State will align the state assessments that are reported for federal accountability. This regulation is a major substantive rule and requires the vote of the full legislature to make changes. (Second slide) Maine Department of Education Regulation 132- Learning Results: Parameters for Essential Instruction, adopted in October 2007, identifies the knowledge and skills across all eight content areas that is essential instruction for all students. This regulation is a routine technical rule and requires the vote of the State Board of Education to make changes.

# Chapter 131 & Chapter 132



Maine Department of Education Regulation 131, also referred to as Chapter 131, is a subset of Maine Department of Education Regulation 132, which is also referred to as Chapter 132. The text of Chapter 131 Federal, State and Local Accountability Standards is clearly highlighted within Chapter 132 Maine Learning Results: Parameters for Essential Instruction. Chapter 131 contains only standards and performance indicators for Mathematics, Reading and a portion of Science and Technology. Chapter 132 contains standards, performance indicators and descriptors for all eight content areas formerly found in the 1997 Maine Learning Results.

## Timeline 2007 - 2009

- **June 2007** – Maine Department of Education Regulation 131 adopted by the Legislature and signed by the Governor.
- **October 2007** – Maine Department of Education Regulation 132 approved by the State Board of Education. Revised Maine Learning Results: *Parameters for Essential Instruction* effective as of October 22, 2007.
- **2007- 2008** - Opportunity for schools to compare and adjust current curriculum to 2007 Learning Results: *Parameters for Essential Instruction*



With the adoption of Maine Department of Education Regulation 131 in June of 2007 (slide in 1) and the adoption of Maine Department of Education Regulation 132 in October of 2007 (slide in 2) Schools can and should (Slide in 3) use the 2007-2008 school year to thoroughly review and adjust curriculum and programming to align with and support the Learning Results: Parameters for Essential Instruction.

## Link to Accountability & Assessments

- **2008- 2009** - MEA and MHSA aligned to Chapter 131 – The Maine Federal, State and Local Accountability Assessments (NCLB)
- **2008- 2009** - State Writing Assessments for grades 5, 8 and High School
- Graduation requirements will be aligned to *Learning Results: Parameters for Essential Instruction*
- School Programming aligned to revised MLR



The standards play an important role in accountability and assessment. (Slide in 1) Beginning in the 2008-2009 school year the MEA for grades 3-8 and the Maine High School Assessment will be aligned to the revised standards, as described in Maine Department of Education Regulation 131 Federal, State and Local Accountability Standards. (Slide in 2) Also beginning in the 2008-2009 school year the state's writing assessments for grades 5, 8 and High School will be aligned to the writing standards described in Maine Department of Education Regulation 132 Learning Results: Parameters for Essential Instruction.

(Slide 3) As graduation requirements are discussed and passed into rule they too will be aligned to the standards identified in Maine Department of Education Regulation 132. (Slide in 4) Accordingly school programming and curriculum will be aligned with Maine Department of Education Regulation 132.

## Link to Accountability & Assessments

- Maine Education Assessment – Grades 5 & 8
- Maine High School Assessment

Currently the State assesses the standards and performance indicators identified in Maine Department of Education Regulation 131: The Federal, State, and Local Accountability Standards. These standards are measured at grades 5 and 8 through the Maine Education Assessment and at grade 11 through the Maine High School Assessment.

## Content Differences between the 2007 and the 1997 MLR

- **For all content areas**
  - Identification of grade level and grade span “big ideas” – the performance indicators
  - Greater depth of knowledge in those content areas
  - Greater alignment to national standards and the body of knowledge on learning



Across all content areas the revision of Maine Learning Results which began in 2004 and concluded in 2007 (slide in) more clearly identifies big ideas that develop across grade spans, (slide in) reflect a greater depth of student understanding within these Ideas, (slide in) and provide greater alignment to national standards and the body of knowledge related to student learning.

# Maine Graduation Requirements

- Contingent upon adoption of revised Maine Department of Education Regulations
  - Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units
  - Chapter 127: Instructional Program, Assessment and Diploma Requirements
- Progressive implementation
  - Multiple opportunities to demonstrate achievement of the Learning Results: *Parameters for Essential Instruction*
  - Variety of options currently under consideration



The Maine Department of Education is currently developing graduation requirements that reflect achievement of Maine's Learning Results: Parameters for Essential Instruction. The finalization of these requirements relies heavily upon the review and revision of both Chapter 125 and Chapter 127. Discussions for implementing graduation requirements have included the belief that all students require multiple opportunities and varied contexts to demonstrate individual achievement of the Learning Results: Parameters for Essential Instruction. Out of these discussions a variety of options are being developed.

## Content Differences in Career and Education Development

- Four Standards to Three
- 59 to 48 Performance Indicators

The overall organization of the Career and Education Development standards in the Learning Results: Parameters for Essential Instruction is different from the 1997 Maine Learning Results. The revised Learning Results: Parameters for Essential Instruction includes moderate decreases in both the number of standards and performance indicators.

# Content Differences in Career and Education Development

## ❖ Standard A (new)

### Learning about Self-Knowledge and Interpersonal Relationships

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles



The new standard A in Career and Education Development: Learning about Self-Knowledge and Interpersonal Relationships has four performance indicators

1. Self-Knowledge and Self-Concept
2. Beliefs and Behaviors that Lead to Success
3. Interpersonal Skills
4. Career and Life Roles

Although these ideas are referred to directly and indirectly in the 1997 MLR they are much more prominent in the revised standard.

## Content Differences in Career and Education Development

### ❖ Standard B (new)

#### Learning About and Exploring Education, Career, and Life Roles

1. Relationships among Learning, Work, the Community, and the Global Economy
2. Skills for Individual/Personal Success in the 21st Century
3. Education and Career Information



In a similar manner in Standard B, the skills related to the education, careers, and life roles have been described PreK through Diploma in a manner that is connected to the “real world”.

## Content Differences in Career and Education Development

### ❖ Standard C (new)

Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success



The ideas found in new standard C relate to: Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions. Performance indicators include:

1. The Planning Process
2. Decision-Making
3. Influences on Decision-Making
4. Societal Needs and Changes that Influence Workplace Success

## Content Differences in Career and Education Development

- ❖ Standard D from 1997 Career Preparation has been incorporated in Standards A-C in the 2007 C&ED

The majority of the knowledge and skills related to 1997 Career Preparation Standard D has been incorporated into the standards A, B, and C of Career & Education Development of the Learning Results: Parameters for Essential Instruction (2007)

# Career and Education Development Graduation Requirements

- Proposal for Career and Education Development:
  - Completion of a Personal Education Plan (portfolio) starting in the 6<sup>th</sup> grade through diploma
  - Transition plans from 8<sup>th</sup> grade to HS and diploma to postsecondary
  - Competency in standards that pertain to Career and Education Development will be provided by authentic assessment in 7 other content areas, from K-Diploma



The components here outline the proposal for graduation requirements related to Career and Education Development. This proposal offers students the opportunity to demonstrate their understanding and skill through a combination of satisfactory completion of a personal education plan starting in the 6<sup>th</sup> grade, transitions plans in 8<sup>th</sup> and 12<sup>th</sup> grades, completion of embedded content area coursework, and local assessments.

# Implications for Work in Schools

- Professional development to assist teachers in making cross content connections with Standards A-C.
- Comprehensive approach to instruction on careers.
- Role of all career educators (all content area instructors, counselors, in traditional PreK-Diploma and CTE Centers) takes on greater significance.
- Meeting the new standard will require schools to focus more attention on the practice of skilled workers, technicians, and professionals in all post-secondary options



There are many implications for work in schools that arise from these new standards. They include the need for professional development opportunities that will assist teachers in implementing the connections between academic content and those of the new standards A, B, and C. The revised standards also require that school reexamine their programming to ensure that all students are offered opportunities to learn the breadth and depth of Career and Education Development.

## Embedment of Career and Education Development

- Career and Education Development is an “embedded” content area.
  - No “stand-alone” courses.
  - SAU curriculum revision process to incorporate the new MLRs.
  - Local curriculum addresses standards and indicators at all developmental levels, in all content areas (as appropriate).



As part of the statewide implementation of the new Maine Learning Results a review and revision process is envisioned at the local level. As Career and Education Development is an embedded content area it follows that it has no stand “alone courses”. So this process will involve the inclusion of Career and Education Development standards in the curriculum, instruction, and assessment of the other content areas as appropriate.

# Cross Content Integration

Authentically integrate grade-appropriate

- interpersonal skills,
- decision-making,
- goal-setting, and
- habits of mind

into Academic and CTE content instruction



Multiple opportunities exist to develop connections that can mutually support student learning across content areas from traditional academics to Career and Technical Education. For example the training in interpersonal skills, decision-making, goal setting, and habits of mind could be linked to content and instruction in developmentally appropriate ways in every discipline.

## Career and Education Development in content areas

- Science
  - A1 Interpersonal Skills
  - A4 Career and Life Roles
- Visual and Performing Arts
  - E4 Impact of the Arts on Lifestyle and Career
- Career and Technical Education
  - All standards and indicators 9-Diploma



The nature of Career and Education Development offers logical places to integrate the learning identified in the academic content area standards. Lab, classroom, and shop settings are a context for applying the knowledge and skills related to Interpersonal Skills and Career and Life roles of standard A of Career and Education Development. The need to assist students in understand and aspire to postsecondary education and careers also provides opportunities to link content area instruction with parts of standards B and C of the Career and Education Development Standards.

## Cross Content Resource

- [http://www.maine.gov/education/lres/pei/cross\\_content.pdf](http://www.maine.gov/education/lres/pei/cross_content.pdf)

You can access more detailed descriptions of Cross Content connections at the web address provided on this slide.

## Content Resources in Career and Education Development

- Partnership for 21<sup>st</sup> Century Skills  
<http://www.21stcenturyskills.org/>
- National Research Center for Career and Technical Education  
<http://www.nccte.org/>



The ideas contained in Learning Results: Parameters for Essential Instruction reflect the input of content panels of Maine educators and feedback from many individuals statewide. Also, attributes found in Learning Results: Parameters for Essential are identified in these and other national resources.

## More Useful Links for C&ED

- <http://www.careerclusters.org/>
- <http://www.careertech.org/>
- <http://www.acteonline.org/index.cfm>
- <http://www.aboutcareereducation.com/>
- <http://www.careercc.com/careerexp.shtml>
- <http://www.maine.gov/education/it/index.shtml>

Finallyt, here are some other useful links to access more information on career education. Thank you!